

# Civic Education Textbook For Senior Secondary School Free

Decolonizing the History Curriculum in Malaysia and Singapore is a unique study in the history of education because it examines decolonization in terms of how it changed the subject of history in the school curriculum of two colonized countries – Malaysia and Singapore.

Blackburn and Wu's book analyzes the transition of the subject of history from colonial education to postcolonial education, from the history syllabus upholding the colonial order to the period after independence when the history syllabus became a tool for nation-building. Malaysia and Singapore are excellent case studies of this process because they once shared a common imperial curriculum in the English language schools that was gradually 'decolonized' to form the basis of the early history syllabuses of the new nation-states (they were briefly one nation-state in the early to mid-1960s). The colonial English language history syllabus was 'decolonized' into a national curriculum that was translated for the Chinese, Malay, and Tamil schools of Malaysia and Singapore. By analyzing the causes and consequences of the dramatic changes made to the teaching of history in the schools of Malaya and Singapore as Britain ended her empire in Southeast Asia, Blackburn and Wu offer fascinating insights into educational reform, the effects of decolonization on curricula, and the history of Malaysian and Singaporean education.

This book examines and theorizes the dynamics and complexities of leadership in citizenship education in junior secondary schools in Shanghai, China. Specifically, it examines from a macro- and micro-political theoretical perspective the interactions between principals and school party secretaries (SPSs), and how they respond to the demands of macro- and micro-political actors. This qualitative empirical research found four major school leadership/citizenship education scenarios in which principals and SPSs addressed the interests of different macro- and micro-political actors. Moreover, principals and SPSs enjoyed a complicated working relationship at the micro-political (school) level in which they collaborated to fulfill their responsibilities and respond to school macro- and micro-political actors, while competing for power over leadership in citizenship education. Principals' and SPSs' leadership in citizenship education was shaped by inter-related factors, including diverse influences in a multi-leveled world, the integration of politics and education, the demands of macro- and micro-political actors, and personal factors. To interpret these findings, this study proposes a theoretical framework for understanding leadership in citizenship education in China as a political exercise. This theoretical framework is useful for understanding the complexity of school and citizenship education leadership, the micro-political relationship between Chinese principals and SPSs, and their dynamic and complex interactions with macro- and micro-political actors.

Civics and Citizenship Education in Australia provides a comprehensive analysis of teaching and learning in this field in Australian schools, drawing on case study material to demonstrate the current practice in the field. Reflecting on the issues and possibilities raised by the inclusion of civics and citizenship education in the new national Australian curriculum, leading national and international scholars analyse the subject's theoretical, curricular and pedagogical bases and approaches. Placing civics and citizenship education within historical and contemporary contexts, the book critically explores a range of issues concerning the development, organisation and teaching of the subject. These include how the subject might include indigenous, global and Asian perspectives, and how it may help students to engage with issues around sustainability,

active citizenship, diversity, religion and values. The final chapters written by scholars from England, the USA, Canada, Hong Kong and Singapore adopt a comparative approach situating Australian civics and citizenship education in the wider international context.

Citizenship and Political Education Today

Education Policy and Power-Sharing in Post-Conflict Societies

Preparing Students for Citizenship in the 21st Century

A Critical Approach

Research in Education

Civic Education in the Asia-Pacific Region

This book explores four interrelated themes: rethinking civic education in light of the diversity of U.S. society; re-examining these notions in an increasingly interconnected global context; re-considering the ways that civic education is researched and practiced; and taking stock of where we are currently through use of an historical understanding of civic education. There is a gap between theory and practice in social studies education: while social studies researchers call for teachers to nurture skills such as analysis, decision-making, and participatory citizenship, students in social studies classrooms are often found participating in passive tasks (e.g., quiz and test-taking, worksheet completion, listening to lectures) rather than engaging critically with the curriculum. *Civic Education for Diverse Citizens in Global Times*, directed at students, researchers and practitioners of social studies education, seeks to engage this gap by offering a collection of work that puts practice at the center of research and theory. This open access book identifies the multiple ways that IEA's studies of civic and citizenship education have contributed to national and international educational discourse, research, policymaking, and practice. The IEA International Civic and Citizenship Education Study (ICCS), first conducted in 2009, was followed by a second cycle in 2016. The project was linked to the earlier IEA Civic Education Study (CIVED, 1999, 2000). IEA's ICCS remains the only large-scale international study dedicated to formal and informal civic and citizenship education in school. It continues to make substantial contributions to understanding the nature of the acquired civic knowledge, attitudes, and participatory skills. It also discusses in-depth how a wide range of countries prepare their young people for citizenship in changing political, social, and economic circumstances. The next cycle of ICCS is planned for 2022. In this book, more than 20 national representatives and international scholars from Europe, Latin America, Asia, and North America assess how the processes and findings of the 2009 and 2016 cycles of ICCS and CIVED 1999/2000 have been used to improve national understanding of their students' civic knowledge, beliefs, attitudes, current civic and citizenship related behaviors, and intentions for future participation in a comparative context. There are also chapters summarizing the secondary analysis of those studies' results, indicating their usefulness for educational improvement and reflecting on policy issues. The analyses and reflections in this book provide timely insight into international educational discourse, policy, practice, and research in an area of education that is becoming increasingly important for many societies.

This book examines the approach to civic education in six societies located on the

Pacific Rim: Australia, Japan, Hong Kong, Taiwan, Thailand, and the US. In these scrupulously designed studies, the contributors investigate the recent re-emergence of civic education in this region. Developments such as globalization, nationalism, and sovereignty have profound effects on how schools make "good citizens." These studies reveal how definitions of citizenship are contested and revised under such influences and interrogate differences in civic education from nation to nation. As societies attempt to strike a balance between obedience and critical thinking, schools become the primary site of these transformations. Analyzing both educational policy and its implementation, these contributors offer a groundbreaking, comparative study that lays the grounds for civic education historically and politically.

(Re)Constructing Memory: School Textbooks and the Imagination of the Nation  
Changes in Civic Education Textbooks Cross-nationally (1970-2008) and in British Columbia (1871-2008)

Bibliography of Research Studies in Education

Citizenship Education in the United States

Active Citizenship in Schools

Challenges, Practices and International Perspectives

This book is a response to the introduction of Civic Education to Schools in Nigeria and the need for a comprehensive text on the subject. Themes in Civic Education(Book one) is a researched text that is in accordance with the Nigerian government approved syllabus for Senior Secondary Schools. Nonetheless, it is robustly written to give the reader an all-encompassing understanding of the topics treated. The approach adopted will also be applicable even to students in tertiary institutions across Nigeria. It is basically a study text. Each chapter begins with a list of topics and sub-topics to be expected in the body of the work. There is a study outcome session that is meant to help the student to fix in mind the objective of each chapter. The realization that no subject can be adequately understood unless a person understands the vocabulary used has led to the inclusion of "terms to know" session at the beginning of each session. The essence is to help the reader to be thoroughly familiar with the vocabulary of each chapter. It would do a lot of good for the student to note such words. Another advantage of the terms to know session, is that it helps to improve the student's general vocabulary. Another feature of this text is that each chapter ends with a summary and review questions that are meant to test the student understanding of each chapter. It is my hope that all students and Teachers of Secondary Schools across Nigeria will find this text a very useful study and resource material. Students in tertiary institutions who take elective courses that deals with the themes covered in this book, will also find it very enlightening. Find below the topics covered in this volume: CHAPTER ONE INTRODUCTION TO CIVIC EDUCATION Meaning and Need for Civic Education Objectives/reasons for Civic Education in schools Importance of Civic Education CHAPTER TWO VALUES AND COMMUNITY SERVICE Definition of Values and Sources Types of values/Basic Human values: justice, selflessness, Honesty, Integrity, faithfulness, self-control Acceptable societal values/Expectation Differences in individual values and the importance of values Opportunity to defend oneself. Community services and their values. Practical involvement in community services CHAPTER THREE HIV/ AIDS Meaning of HIV/ AIDS and its Differences. Cause, drivers, and modes of transmission of HIV/AIDS. Signs and symptoms, and effects of HIV/AIDS. Preventive measures of HIV/AIDS. Stigmatization of PLWHA (people living with HIV/AIDS). CHAPTER FOUR YOUTH EMPOWERMENT Youth

Empowerment-Definition Youth empowerment skills: Self-Knowledge skills Work Skills Managing Money skills Problem-solving skills Communication skills Living skills Relationship skills Leadership skills Artistic skills Manipulative skills Importance and Benefit of Youth Empowerment Skills

CHAPTER FIVE CITIZENSHIP EDUCATION Definition of citizenship.

Citizenship: as a legal status, as a political status, as a distinct source of identity. Acquisition of citizenship. Dual Citizenship and Forfeiture. Deprivation of Citizenship by Naturalization

Deprivation of Citizenship by Registration and Naturalization. Renunciation of Nigerian Citizenship. Citizenship Education. Goals of Citizenship Education. Various Laws and Rights of

Individuals. CHAPTER SIX GOVERNMENT AND NATIONALISTIC ROLES Meaning of government. Functions of government. Systems of government. Nationalistic roles of citizens

individuals. CHAPTER SEVEN DEMOCRACY AND RULE OF LAW Definition of democracy and types of democracy: Representative Democracy Constitutional Democracy Liberal Democracy Direct Democracy Inclusive Democracy Participatory

This volume surveys the new global landscape for democratic civic education. Rooted in qualitative research, the contributors explore the many ways that notions of democracy and citizenship have been implemented in recent education policy, curriculum, and classroom

practice around the world. From Indonesia to the Spokane Reservation and El Salvador to Estonia, these chapters reveal a striking diversity of approaches to political socialization in

varying cultural and institutional contexts. By bringing to bear the methodological, conceptual, and theoretical perspectives of qualitative research, this book adds important new voices to

the most critical debates: how to form democratic citizens in a changing world. Civic education plays an essential role in strengthening the democratic society, preparing

informed citizens, and promoting their participation in the civic life of their communities. This project explores state K-12 civic education policies and related requirements nationwide

well as factors that shape K-12 civic education policies and practices in school districts and schools. The first two chapters of this report provide the national and state contexts for

standards in core subject areas, including civics; review state constitutional provisions and statutes that promote civic education; and examine how social studies standards, assessment

teacher certification, and other state policies build on these provisions and statutes. Regarding the centrality of state standards, chapters 3 through 5 examine the extent to which the

content in state standards promotes civic dispositions, civic intellectual skills, and civic knowledge, respectively. Chapters 6 through 11 examine several influences on civic education

at the district level: standards; instructional materials; assessment; professional development; extracurricular and co-curricular activities; and individuals, organizations, and funding.

Chapter 12 provides recommendations for developing sustainable state and school district commitments that ensure systematic attention to civic education in grades K-12. Key findings

from the project report are included, as are extensive chapter notes, and 47 tables of data. Appendices contain additional information. (BT)

Influences of the IEA Civic and Citizenship Education Studies

Civic Education for Diverse Citizens in Global Times

Citizenship Curriculum in Asia and the Pacific

Democratizing Education and Educating Democratic Citizens

Civic Republicanism and Civic Education

Indispensable Civic Education for Senior Secondary Schools & Colleges

***Participation as an element of active citizenship in democracies is a key project of international and national***

*educational policy. Institutionalized approaches for compulsory schools provide participatory access to all young European citizens. But does this picture depict the possibilities and practices of participation appropriately? Can this standard approach to participation be translated into action in view of diverse polities, policies, political cultures, institutions and practices of participation? This book explores what prerequisites must be given for a successful implementation of such a comprehensive international project.*

*This book explores the nexus between education and politics in Lebanon, Northern Ireland, and Macedonia, drawing from an extensive body of original evidence and literature on power-sharing and post-conflict education in these post-conflict societies, as well as the repercussions that emerged from the end of civil war. This book demonstrates that education policy affects the resilience of political settlements by helping reproduce and reinforce the mutually exclusive religious, ethnic, and national communities that participated in conflict and now share political power. Using curricula for subjects—such as history, citizenship education, and languages—and structures like the existence of state-funded separate or common schools, Fontana shows that power-sharing constrains the scope for specific education reforms and offers some suggestions for effective ones to aid political stability and reconciliation after civil wars.*

*News from the world of elections.*

*From State Policies to School District Practices*

*A Good Practice Guide to Developing a Whole School Policy*

*Decolonizing the History Curriculum in Malaysia and*

*Singapore*

*Strategies to Increase Content Learning*

*International and Historical Perspectives*

*Practice, Policy, and Research Across Countries and Regions*

*This book critically explores civic republicanism in light of contemporary republican political theory and the influence of republican models of citizenship in recent developments in civic education across a number of Western nations.*

*This book presents a history of the ideas and activities of the American Political Science Association (APSA) in the field of citizenship education in public schools. Examining APSA's evolving objectives and strategies in implementing citizenship education,*

*Ahmad analyzes the complicated relationship between the teaching of government in the public schools and the APSA's changing visions of citizenship education. By offering a narrative of political scientists' ideas on citizenship and citizenship education, Ahmad reveals the impact of APSA's worldview and official policies concerning pre-collegiate curriculum and instruction in citizenship education. By providing a comprehensive history of ASPA's agenda and its implementation, this book sheds light on the intersection between the pedagogical goals of political scientists and the meaning, purpose, and context for citizenship education in high schools.*

*In this unique examination of education for citizenship, Derek Heater covers two and a half millennia of history encompassing every continent. Education for citizenship is considered from its classical origins through to ideas of world citizenship and multiculturalism which are relevant today. The book reveals the constants of motives, policies, recommendations and practices in this field and the variables determined by political, social and economic circumstances, which in turn illustrate the reasons behind education for citizenship today. Sections covered include: \* Classical origins \* The age of rebellions and revolutions \* Education for liberal democracy \* Totalitarianism and transitions \* Multiple citizenship education. A History of Education for Citizenship will be of interest to teachers and students of citizenship, particularly those concerned with citizenship education. It will also be of interest to those working in the field of politics of education and history of education.*

*Rethinking Theory and Practice*

*Civic Education Across Countries*

*Reimagining Civic Education*

*International Case Studies*

*A Study on Perspectives of Teacher Educators and Senior High School Teachers of Civic/citizenship Education*

*Globalization, Nationalism, and Music Education in the Twenty-First Century in Greater China*

**Fundamental world changes that simultaneously undermine a nation-state's charisma and promote the rise of a supra-national system have wide-ranging effects upon national states within a modern global society. My dissertation empirically examines the effects of social and cultural globalization on systems of mass schooling, which are central institutions in every country.**

**Globally, primary and secondary education initially emerged as the premier tool for nation-states to create a unified national citizenry loyal to their country and socialized into a common cultural tradition. I examine the extent to which this original nationalizing purpose of schooling is challenged by the increased emphases on universal human rights and diversity in civic education.**

**The analyses consist of two sections. Hierarchical linear models are used to analyze a unique primary data source of 521 social science textbooks from 74 countries during the period 1970-2008. These findings show a worldwide increase in emphasis on human rights and increases**

in discussions of diversity in well-established liberal democracies. Cross-national, quantitative analyses are complemented by a qualitative case study of social science curricula in British Columbia (BC), which examines nation-building within a context of strong emphasis on diversity and human rights. The BC study utilizes currently approved high school citizenship education textbooks as well as older textbooks dating back to 1871. It also draws on a selection of historical documents, including Ministry of Education reports, curricular frameworks, and high school exit exams. Process-wise, I find the incorporation of human rights and diversity reflects macro-level changes in national and global society. Content-wise, I find four main approaches to reconciling ideas of human rights and diversity with national identity: (1) framing human rights and multiculturalism as part of national identity, (2) using pedagogical approaches that promote multiple perspectives and individual agency, (3) celebrating social and scientific figures and accomplishments as the source of national pride, and (4) drawing on exogenous sources to affirm state legitimacy. This study is one of the first to theorize that civic education worldwide is moving away from a national focus and to provide empirical evidence of this trend. A key implication is that educational systems are being repurposed from their original goal of constructing a unitary national citizenry to a new view emphasizing human diversity and equality in a globally interconnected world. Further, students are increasingly taught that the global civil society and non-state actors are important and legitimate agents of social change.

This book examines the shifting portrayal of the nation in school textbooks in 14 countries during periods of rapid political, social, and economic change. Drawing on a range of analytic strategies, the authors examine history and civics textbooks, and the teaching of such texts, along with other prominent curricular materials—children’s readers, a required text penned by the head of state, a holocaust curriculum, etc.. The authors analyze the uses of history and pedagogy in building, reinforcing and/or redefining the nation and state especially in the light of challenges to its legitimacy. The primary focus is on countries in developing or transitional contexts. Issues include the teaching of democratic civics in a multiethnic state with little history of democratic governance; shifts in teaching about the Khmer Rouge in post-conflict Cambodia; children’s readers used to define national space in former republics of the Soviet Union; the development of Holocaust education in a context where citizens were both victims and perpetrators of violence; the creation of a national past in Turkmenistan; and so forth. The case studies are supplemented by commentary, an introduction and conclusion.

Community Service Volunteers is known nationally for its high profile citizenship and community learning schemes, including the Barclays New Futures project, National Tutoring scheme and the Millennium Awards. In addition, CSV Education for Citizenship provides a full support and consultancy service for assisting with the development of citizenship and community links by schools, education authorities, organisations and government. This book is based directly on this experience, and will carry their successful and tested approaches across the education sector. Providing the support needed for schools and other groups to develop citizenship and community learning links as an active part of their curriculum, this book offers point-by-point advice for school leaders and managers backed up by an unrivalled range of national case studies and experiences. Using in-depth analysis, it covers: \* peer learning \* community service \* environmental work. Furthermore, this book looks at intergenerational projects and initiatives to develop communities and schools through the arts, sciences and sports.

Rasmed Civic Education for Senior Secondary Schools

Reconstructing Political Education in Taiwan

A History of Education for Citizenship

A Historical Perspective

Civics and Citizenship Education in Australia

Designing Learning for Tablet Classrooms

Based on case studies of 11 societies in the world’s most dynamic region, this

book signals a new direction of study at the intersection of citizenship education and the curriculum. Following their successful volume, *Citizenship Education in Asia and the Pacific: Concepts and Issues* (published as No. 14 in this series), the editors, widely regarded as leaders in the field in the Asia-Pacific region, have gone beyond broad citizenship education frameworks to examine the realities, tensions and pressures that influence the formation of the citizenship curriculum. Chapter authors from different societies have addressed two fundamental questions: (1) how is citizenship education featured in the current curriculum reform agenda in terms of both policy contexts and values; and (2) to what extent do the reforms in citizenship education reflect current debates within the society? From comparative analysis of these 11 case studies the editors have found a complex picture of curriculum reform that indicates deep tensions between global and local agendas. On one hand, there is substantial evidence of an increasingly common policy rhetoric in the debates about citizenship education. On the other, it is evident that this discourse does not necessarily extend to citizenship curriculum, which in most places continues to be constructed according to distinctive social, political and cultural contexts. Whether the focus is on Islamic values in Pakistan, an emerging discourse about Chinese 'democracy', a nostalgic conservatism in Australia, or a continuing nation-building project in Malaysia – the cases show that distinctive social values and ideologies construct national citizenship curricula in Asian contexts even in this increasingly globalized era. This impressive collection of case studies of a diverse group of societies informs and enriches understanding of the complex relationship between citizenship education and the curriculum both regionally and globally. The book highlights current issues influencing civic and citizenship education and their theoretical underpinnings. It provides an overview of the key features influencing 'democratic deconsolidation', suggests ways in which civic and citizenship education needs to be reframed in order to fit this new political environment, and demonstrates how social media will play a significant role in any future for civic and citizenship education. Currently, democratic institutions are under attack, democratic values are threatened, and there is a wide-scale retreat from the liberal consensus that has underpinned liberal democracies internationally. These trends can be seen in events like, Brexit, the election of a right-wing populist President of the United States and, anti-democratic governments in parts of Europe. It is this change in the direction of political ideology that is currently 'deconsolidating democracy' and thus challenging traditional approaches to civic and citizenship education. What is urgently needed is an understanding of these current trends and their implications for thinking in new ways about civic and citizenship education in the 21st century.

Die Reihe Perspektiven Bildung der KPH Edith Stein setzt sich multiperspektivisch mit aktuellen Fragestellungen im Bildungsbereich auseinander. Der erste Band trägt programmatisch den Titel der Reihe. Das Wortspiel mit den Begriffen 'Perspektive' und 'Bildung' weist auf fundamentale

Anliegen der Reihe hin: Sie soll ein Forum darstellen für unterschiedliche Blickwinkel und interdisziplinäre Perspektiven auf ausgewählte Themen aus dem Bereich der Bildung. Sie bietet Raum für die kritisch-reflektierende Bildung eigener Perspektiven und das gerade auch in Auseinandersetzung mit anderen, vielleicht auch fremdartigen Perspektiven und Standpunkten. Außerdem geht es um die Reflexion des spezifischen Bildungsverständnisses und -auftrags einer (Kirchlichen) Pädagogischen Hochschule - und damit um ein Stück Selbstpositionierung im vielstimmigen Konzert pädagogischer Literatur und Sichtweisen. Der Begriff der 'Perspektive' bringt dabei immer beides ins Spiel: Den Gegenwartsbezug, d.h. die Fragen: Wo stehe ich? Von welcher Position aus denke und handle ich?, aber auch den Zukunftsbezug, d.h. die Fragen: Wohin geht es? Wohin soll es gehen?

Charting the Future: social and political education in senior cycle of post primary schools

How Diverse Societies Form Democratic Citizens

Rethinking Education for Social Cohesion

The Education of Citizens

Perspektivenbildung

Experiences from Junior Secondary Schools in Shanghai

***Citizenship and Political Education Today brings together a collection of essays from around the world; including discussion of politics and education in Australia, The United States of America, New Zealand, Norway, England, France, Germany and the wider European Union. The contributors discuss vital and interesting issues involved in the engagement of citizens in politics and political institutions and the role of education in encouraging education for citizenship. The book is an important contribution to ongoing debates on citizenship.***

***Written specifically for non-language arts teachers, this resource focuses on using writing as an instructional tool to deepen and expand student understanding in the content areas.***

***Kerry Kennedy and John Hughes***

***Constructing Modern Asian Citizenship***

***School Leadership, Citizenship Education and Politics in China***

***Civic and Citizenship Education in Volatile Times***

***Essential Civic Education for Senior Secondary Schools (SS1, SS2 & SS3)***

***Civic Education for SS 1-3***

***Lebanon, Northern Ireland, and Macedonia***

In many non-Western contexts, modernization has tended to be equated with Westernization, and hence with an abandonment of authentic indigenous identities and values. This is evident in the recent history of many Asian societies, where efforts to modernize – spurred on by the spectre of foreign domination – have often been accompanied by determined attempts to stamp national variants of modernity with the

brand of local authenticity: 'Asian values', 'Chinese characteristics', a Japanese cultural 'essence' and so forth. Highlighting (or exaggerating) associations between the more unsettling consequences of modernization and alien influence has thus formed part of a strategy whereby elites in many Asian societies have sought to construct new forms of legitimacy for old patterns of dominance over the masses. The apparatus of modern systems of mass education, often inherited from colonial rulers, has been just one instrument in such campaigns of state legitimation. This book presents analyses of a range of contemporary projects of citizenship formation across Asia in order to identify those issues and concerns most central to Asian debates over the construction of modern identities. Its main focus is on schooling, but also examines other vehicles for citizenship-formation, such as museums and the internet; the role of religion (in particular Islam) in debates over citizenship and identity in certain Asian societies; and the relationship between state-centred identity discourses and the experience of increasingly 'globalized' elites. With chapters from an international team of contributors, this interdisciplinary volume will appeal to students and scholars of Asian culture and society, Asian education, comparative education and citizenship.

This book will examine the recent development of school music education in Mainland China, Hong Kong, and Taiwan to illustrate how national policies for music in the school curriculum integrate music cultures and non-musical values in the relationship between national cultural identity and globalization. It will examine the ways in which policies for national identity formation and globalization interact to complement and contradict each other in the content of music education in these three Chinese territories. Meanwhile, tensions posed by the complex relationship between cultural diversity and political change have also led to a crisis of national identity in these three localities. The research methods of this book involve an analysis of official approved music textbooks, a survey questionnaire distributed to students attending music education programmes as well as primary and secondary school music teachers, and in-depth interviews with student teachers and schoolteachers in the three territories.

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Educational Directory

Innovations in Instruction

Human Rights, Diversity, and National Identity

Education for Civic and Political Participation

Themes in Civic Education (Book 1)

Elections Today

The versatile, cost-effective technology of the tablet computer has proved to be a good fit with the learning capabilities of today's students. Not surprisingly, in more and more classrooms, the tablet has replaced not only traditional print materials but the desktop computer and the laptop as well. *Designing Instruction for Tablet Classrooms* makes sense of this transition, clearly showing not just how and why tablet-based learning works, but how it is likely to evolve. Written for the non-technical reader, it balances elegant theoretical background with practical applications suitable to learning environments from kindergarten through college. A wealth of specialized topics ranges from course management and troubleshooting to creating and customizing etextbooks, from tablet use in early and remedial reading to the pros and cons of virtual field trips. And for maximum usefulness, early chapters are organized to spotlight core skills

needed to negotiate the new design frontier, including: Framing the learning design approach. Analyzing the learning environment. Designing learning that capitalizes on tablet technology. Developing activities that match learning needs. Implementing the learning design. Conducting evaluations before, during, and after. This is proactive reading befitting a future of exciting developments in educational technology. For researchers and practitioners in this and allied fields, *Designing Instruction for Tablet Classrooms* offers limitless opportunities to think outside the box.

This book addresses current debates in the field of social cohesion. It examines the ethics and policy making of social cohesion and explores various means for promoting social cohesion including history education, citizenship education, language, human rights based teacher training and school partnerships.

The Civic Education of American Youth

Twenty-four National Case Studies from the IEA Civic Education Project

Case Studies Across Six Societies

Writing for Understanding